

CHARLESTON SCHOOL OF THE ARTS

1600 Saranac St.

N. Charleston, South Carolina 29405

GRADES 6-12 Middle School

ENROLLMENT 807 Students

PRINCIPAL Rose Maree Myers

843-529-4990

SUPERINTENDENT Dr. Maria Goodloe

843-937-6319

BOARD CHAIR Mr. Gregg Meyers

843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

7

1

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

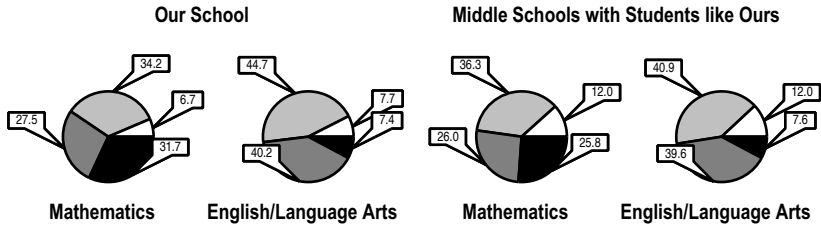
FOR MORE INFORMATION, VISIT WEBSITES AT:




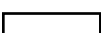
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	54	129	62
Percent satisfied with learning environment	83.0%	73.0%	78.3%
Percent satisfied with social and physical environment	71.7%	63.0%	57.6%
Percent satisfied with home-school relations	98.1%	81.3%	57.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	405	99.8	7.7	44.7	40.2	7.4	47.6	17.6
Gender								
Male	145	99.3	14.6	52.1	29.2	4.2	33.3	17.6
Female	260	100.0	3.9	40.5	46.3	9.3	55.6	17.6
Racial/Ethnic Group								
White	278	99.6	6.1	40.8	43.7	9.4	53.1	17.6
African-American	99	100.0	10.2	59.2	27.6	3.1	30.6	17.6
Asian/Pacific Islander	15	100.0	20.0	13.3	60.0	6.7	66.7	17.6
Hispanic	13	100.0	7.7	53.8	38.5	N/A	38.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	393	99.7	7.1	43.9	41.3	7.7	49.0	17.6
Disabled	12	100.0	27.3	72.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	405	99.8	7.7	44.7	40.2	7.4	47.6	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	401	99.8	7.3	44.9	40.4	7.5	47.9	17.6
Socio-Economic Status								
Subsidized meals	81	98.8	15.2	60.8	24.1	N/A	24.1	17.6
Full-pay meals	324	100.0	5.9	40.7	44.1	9.3	53.4	17.6

Mathematics								
All students	405	100.0	6.7	34.2	27.5	31.7	59.2	15.5
Gender								
Male	145	100.0	6.9	33.1	30.3	29.7	60.0	15.5
Female	260	100.0	6.6	34.7	25.9	32.8	58.7	15.5
Racial/Ethnic Group								
White	278	100.0	4.7	29.9	30.2	35.3	65.5	15.5
African-American	99	100.0	12.2	46.9	23.5	17.3	40.8	15.5
Asian/Pacific Islander	15	100.0	N/A	20.0	20.0	60.0	80.0	15.5
Hispanic	13	100.0	15.4	46.2	7.7	30.8	38.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	393	100.0	5.6	33.8	28.0	32.6	60.6	15.5
Disabled	12	100.0	45.5	45.5	9.1	N/A	9.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	405	100.0	6.7	34.2	27.5	31.7	59.2	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	401	100.0	6.8	33.8	27.8	31.8	59.5	15.5
Socio-Economic Status								
Subsidized meals	81	100.0	13.8	51.3	20.0	15.0	35.0	15.5
Full-pay meals	324	100.0	4.9	29.9	29.3	35.8	65.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	N/A	7.3	24.4	48.0	20.3	68.3
	Grade 7	135	N/A	0.8	35.9	52.7	10.7	63.4
	Grade 8	131	N/A	3.8	40.0	43.8	12.3	56.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	100.0	10.7	42.0	40.5	6.9	47.3
	Grade 7	139	100.0	7.2	46.4	40.6	5.8	46.4
	Grade 8	135	99.3	5.2	45.5	39.6	9.7	49.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	N/A	5.7	37.4	32.5	24.4	56.9
	Grade 7	135	N/A	6.0	33.6	26.1	34.3	60.4
	Grade 8	131	N/A	7.7	52.3	30.8	9.2	40.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	100.0	8.4	20.6	34.4	36.6	71.0
	Grade 7	139	100.0	6.5	37.7	21.7	34.1	55.8
	Grade 8	135	100.0	5.2	43.7	26.7	24.4	51.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 807)				
Students enrolled in high school credit courses (grades 7 & 8)	79.2%	Up from 31.8%	46.8%	14.4%
Retention rate	N/A	N/A	1.6%	2.3%
Attendance rate	97.1%	Down from 97.8%	96.5%	95.2%
Eligible for gifted and talented	42.6%	Up from 36.3%	36.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.7%	Down from 4.9%	9.0%	14.1%
Older than usual for grade	10.0%	Up from 0.6%	1.8%	4.9%
Suspended or expelled	0.6%	Up from 0.0%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	58.1%	Down from 61.0%	51.0%	47.1%
Continuing contract teachers	83.9%	Up from 71.2%	84.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Up from 86.2%	86.3%	84.3%
Teacher attendance rate	96.6%	Down from 97.3%	95.1%	95.0%
Average teacher salary	\$40,666	Down 0.4%	\$40,346	\$39,924
Prof. development days/teacher	14.0 days	Up from 9.7 days	10.7 days	10.7 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	3.0
Student-teacher ratio	25.2 to 1	Up from 24.7 to 1	24.4 to 1	21.0 to 1
Prime instructional time	91.8%	Down from 93.4%	90.0%	88.9%
Dollars spent per pupil*	\$6,002	Up 13.6%	\$5,326	\$5,854
Percent spent on teacher salaries*	67.6%	Up from 65.5%	62.0%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	62.8%	Down from 98.7%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of Charleston County School of the Arts, the first and only sixth through twelfth grade self-contained public school for intensive arts instruction, is to prepare our students to be academically and artistically strong so they will compete successfully in our global society. Technology permeates all aspects of curriculum, including instruction in graphic arts and videography.

As this school continues to grow, our facility needs grow as well. Plans for a new campus are underway. The school boasts an energetic faculty with a high level of expertise and commitment to high standards in arts and academics. PACT test scores are good and have proven helpful in targeting areas for improvement in language arts and math. Additional math and language arts classes are provided for identified students in grades six through twelve.

Improvement in student attendance continues to be an area of focus. Students are encouraged to attend school every day, and parents are reminded that daily school attendance supports all student progress. Ten days is the maximum number of days a student can miss and receive credit.

We celebrated the graduation of our third class this school year. All three graduating classes have been accepted by colleges and universities throughout the nation and have received millions of dollars in scholarships. SOA students will graduate prepared to make choices in any direction they wish to pursue. Academic and artistic preparation received here places students in strong positions to take advantage of many opportunities that will come their way.

For further information, please call 843-529-4990 or visit our website: www.schoolofthearts.org.

Rose Maree Myers, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.